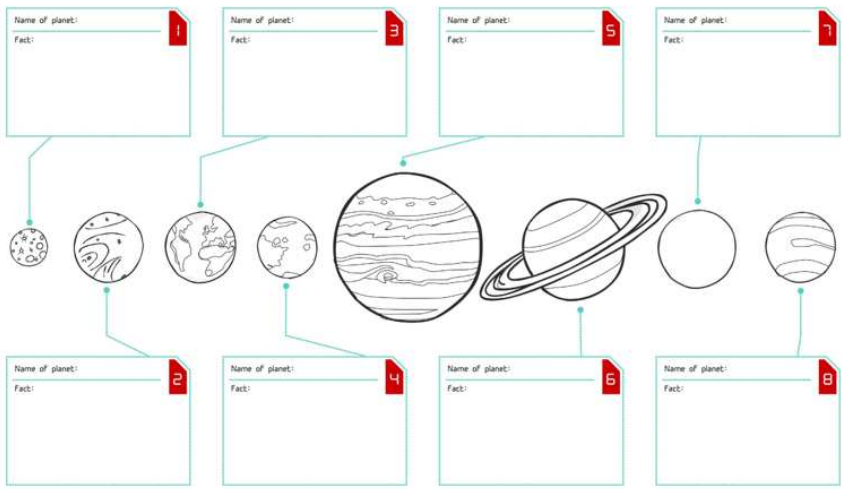





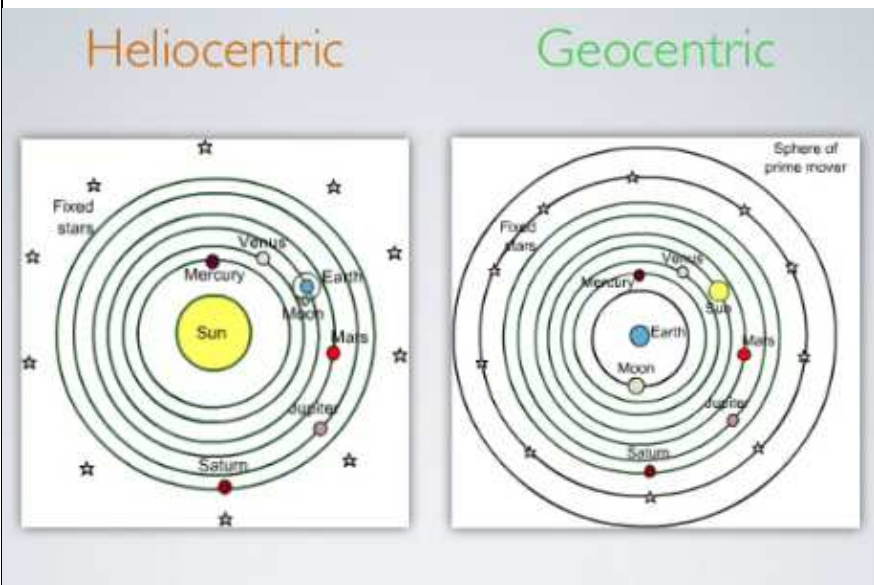
Daily activities:

<p>English worksheet and tasks</p> <p>Re-read 'The Pog' and complete the tasks below.</p>	<p>Maths:</p> <p>Complete the White Rose Maths tasks at the end of this document - 1 per day. Ensure you watch the video before you complete the task.</p>	<p>Reading Plus:</p> <p>Log into Reading Plus and complete your weekly reading comprehension tasks and vocabulary tasks. Site code: rpendea2</p>	<p>TTRS and Numbots</p> <p>Working on Times Table Rockstars - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?</p>	<p>PE session</p> <p>Join Joe Wickes live every morning @ 9:00am or access it any time throughout the day.</p>	<p>A Topic activity from the choices below.</p> <p>Try to complete all of the tasks and send your work to your teacher.</p>
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This week's themed learning is based around our new topic of **Space - Infinity and Beyond**

<p style="text-align: center;"><u>Science: Our Solar System</u></p> <p>Research the different planets in our Solar System on NASAs website and then complete the task on the planets (full size underneath)</p>  <p>Additional research: https://www.bbc.co.uk/bitesize/topics/zdrrd2p</p> <p>Can you name the rocky planets?</p> <p>Can you name the gas giants?</p> <p>What two planets would you find the asteroid belt between?</p>	<p style="text-align: center;"><u>Geography: Postcards from Space</u></p>  <p>Satellites provide a unique viewpoint, allowing us to monitor our planet and photograph its beauty and power.</p> <p>You have received 4 Postcards from space with satellite images (aerial photographs) can you match them to the corresponding maps?</p> <p>Look carefully at the photos and maps; what physical landmarks can you spot? They might be natural such as coasts and rivers or man-made structures.</p> <p>Underneath is a matching activity where you will need to explain how you made your choices.</p> <p>When you have finished the matching activity.</p> <ol style="list-style-type: none"> 1) Find out what country and continent each place is located in. 2) Mark it on the world map below. 	<p style="text-align: center;"><u>History</u></p>  <p style="text-align: center;">Sc Write a fact profile about Galileo</p> <p>Galileo Galilei is one of the most famous scientists in history and is known for his groundbreaking work on mathematics and astronomy.</p> <p>Research the famed scientist and complete a fact profile on Purple Mash.</p> <p>Watch Galileo's famous Tower of Pisa experiment here on the BBC video You can find out more information about him here Cool Kid facts and Ducksters</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Using your research for your science task create a True/False quiz on Purple Mash. Create at least 5 questions about the planets in our Solar System with one true answer and one false answer.</p>  <p>Share your quizzes on Teams for your peers to have a go at and so you can have a go at theirs.</p>
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Science: Where is Earth's place in the Solar System?



Overtime our ideas about Earth and Space have changed dramatically. Scientists didn't always think the Sun was at the centre of our Solar System. They believed that Earth was at the centre and The Sun and the other planets orbited around us. This was known as the Heliocentric model. When Astronomers began to look more closely they realised that The Sun was at the centre. This became known as the geocentric model.

Find out more about these two theories by watching a video on [Copernicus](#) and reading more [on the Ogden trust](#). You only need to read the first page but there are lots more if you're interested.

When you have finished your research. Draw a diagram to show the geocentric model (The Earth in the centre of the solar system) and a diagram to show the heliocentric model (The Sun at the centre of the Solar System). Write a brief description to explain each.

DT: Dinner Party in Space

First, watch this video on the STEM website:
<https://www.stem.org.uk/elibrary/resource/34999>

As part of the 'The Great British Space Dinner competition', celebrity chef, Heston Blumenthal, asks us the question,

"Can you have a dinner party in space?"

Heston explains that, in the weightless environment on the International Space Station, you cannot have foods that can float around and get into people eyes and instruments, and you need to drink out of plastic bags, rather than cups. However, he tells us, that water is so limited in space you never do the washing up.

Heston finishes by challenging you to make an exciting meal for Tim, despite the limitations caused by the environment of space.

You must consider the texture of the foods. Find out more information by watching the following video:
<https://www.stem.org.uk/resources/elibrary/resource/34997/food-texture>

Consider experimenting and mixing textures together to give the best experience for Tim when he eats his meal.

Present your meal as a written piece of work or an annotated image.

English: Vocabulary

Using [Collins online dictionary](#), can you define the following words?

- Missile
- Mission
- Astronaut
- Cosmonaut
- Atmosphere
- Martian
- Data
- Geocentric
- Heliocentric

Once you have defined and got an understanding of the vocabulary have a go at the Word Wheel game! Place all the words into a hat. Spin the Word Wheel (attached below) and pull out a word. Once you have your word, let the fun begin!

You can act, draw, rhyme or even define your word. You may also be asked to put it in a sentence or give a synonym or antonym for it. It's a game of chance and a way to extend your vocabulary!

English: Writing

Imagine you are interviewing the famous scientist **Margaret Hamilton**.

What questions would you ask them?

Write your interview questions and find out the answers through researching.

Questions you could consider:

- What are your biggest achievements?
- What was your first job?
- How have your achievements affected the lives of others?
- How do you think you'll be remembered?

Websites to support research:

- <https://www.kidscodecs.com/margaret-hamilton/>
- <https://www.youtube.com/watch?v=XPmk0dK31Y0>

British Values/Global Learning

Discuss - Why is Pluto no longer a planet?

Consider the reasons why Pluto is no longer recognised as a planet.

Do you agree?

Or should Pluto be reconsidered as planet again?

Conclude your thoughts and findings in a written paragraph.



Sticky Knowledge (remembering our previous learning):

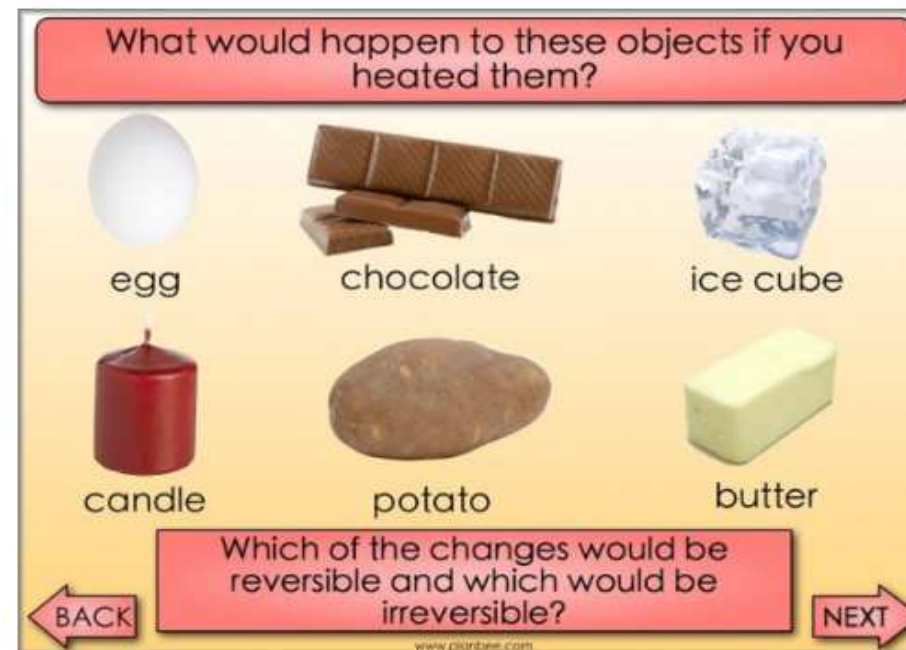
History

'Many people are comparing the Covid-19 pandemic to fighting a war' Do you agree with this or do you think this is an inaccurate description?

Think back to your learning from our WW2 topic. Think about how the people behaved, what the health care system was like then compared to now, food rationing, the amount of lives lost then compared to now and how the economy was rebuilt after WW2.

Create a comparison table which shows the similarities and differences between the two. Use this table to create a written response to the original question.

Science



Have a look at the information on the BBC bite size web link below to revise reversible and irreversible changes.

Then look around the house or while you are out on your daily exercise walk to find other examples.

For example, rust on a gate.

<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx>

Geography

Think back to our WW2 topic.

Can you remember who the axis and allied powers were?

Can you colour in the countries according to whether they were Allies, Axis, Axis controlled or Neutral on the map (full size underneath)?

Europe during the Second World War Areas of Influence by 1941
Can you colour in the countries according to whether they were Allies, Axis, Axis controlled or Neutral on the map?
Use the key on the map.



History

This week marks the 75th anniversary for VE Day.

Recap what VE Day marks the anniversary using the following links:

<https://www.bbc.co.uk/newsround/48201749>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr>

In your house, create a poster or bunting to celebrate VE Day.

As part of the celebration of VE Day you can be as creative as you like. You can find example activities [here](#) and [here](#). Please take photos of what you do to mark this important day so we can see it.



Website links mentioned above:

<https://spaceplace.nasa.gov/menu/solar-system/> NASA's website to find out information about the different planets in our Solar System

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p> BBC Bitesize videos and information about our Solar System

<https://www.youtube.com/watch?v=oeR8Iz7Qnhg> BBC video showing you Galileo's famous Tower of Pisa experiment

<https://www.coolkidfacts.com/galileo-facts-for-kids/> information about Galileo

https://www.ducksters.com/biography/scientists/galileo_galilei.php information about Galileo

<https://www.youtube.com/watch?v=s6efb-Lz1N4> Video link to Copernicus' ideas about our Solar system

<https://www.ogdentrust.com/assets/general/Earth-and-Space-Research-Cards.pdf> - Further information on the different models of the Solar System

<https://www.collinsdictionary.com/> Online dictionary and thesaurus

<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx> BBC reversible and irreversible changes

<https://www.stem.org.uk/elibrary/resource/34999> The Great British Space Dinner competition link

<https://www.stem.org.uk/resources/elibrary/resource/34997/food-texture> Mixing textures

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr> BBC VE Day History

<https://www.bbc.co.uk/newsround/48201749> Newsround VE Day

Colour in and label the planets. Write an interesting fact you have learnt about each planet. Make sure that your facts are varied e.g. number of moons, length of time to orbit The Sun etc.

The worksheet consists of eight numbered boxes for labeling and fact-writing, arranged in two rows of four. Each box is connected to a corresponding planet drawing below it. The planets are: 1. Mercury, 2. Venus, 3. Earth, 4. Mars, 5. Jupiter, 6. Saturn, 7. Uranus, and 8. Neptune.

Box 1: Name of planet: _____
Fact: _____

Box 2: Name of planet: _____
Fact: _____

Box 3: Name of planet: _____
Fact: _____

Box 4: Name of planet: _____
Fact: _____

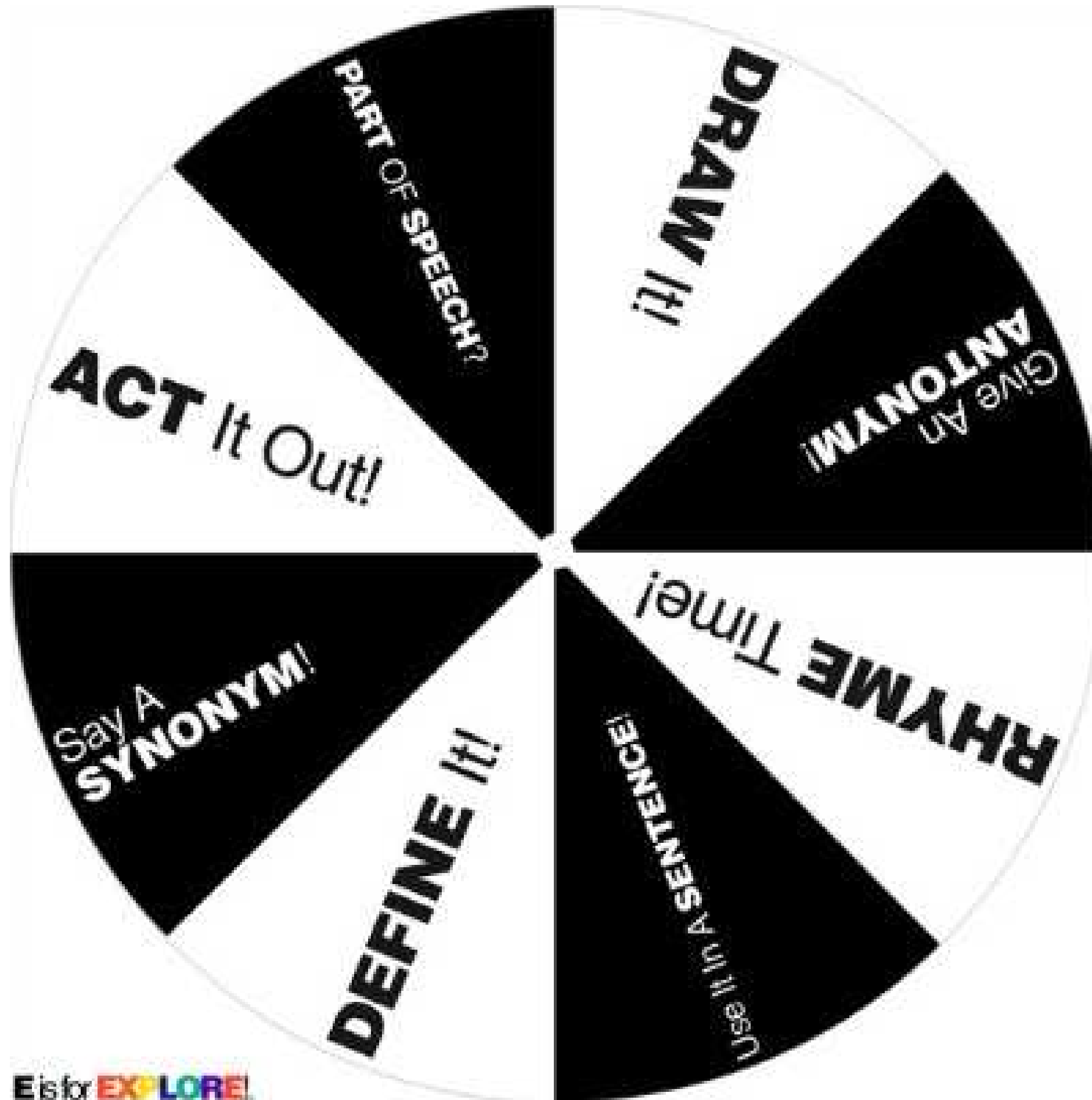
Box 5: Name of planet: _____
Fact: _____

Box 6: Name of planet: _____
Fact: _____

Box 7: Name of planet: _____
Fact: _____

Box 8: Name of planet: _____
Fact: _____

Word Wheel



E is for **EXPLORE!**

Geography: Postcards from space

Postcard 1



The water looks so cold!

Postcard 2

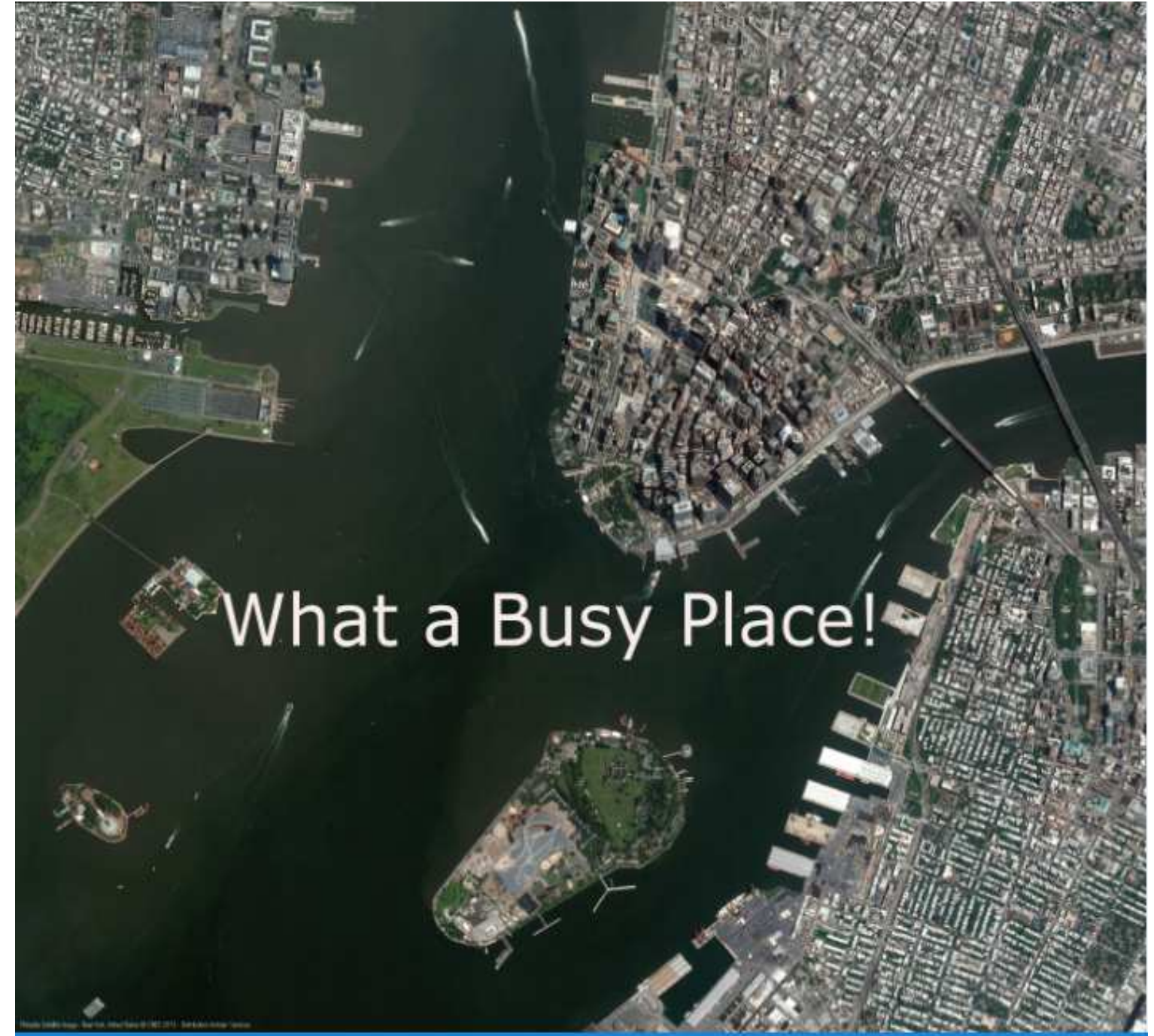


Amazing Shapes!

Postcard 3



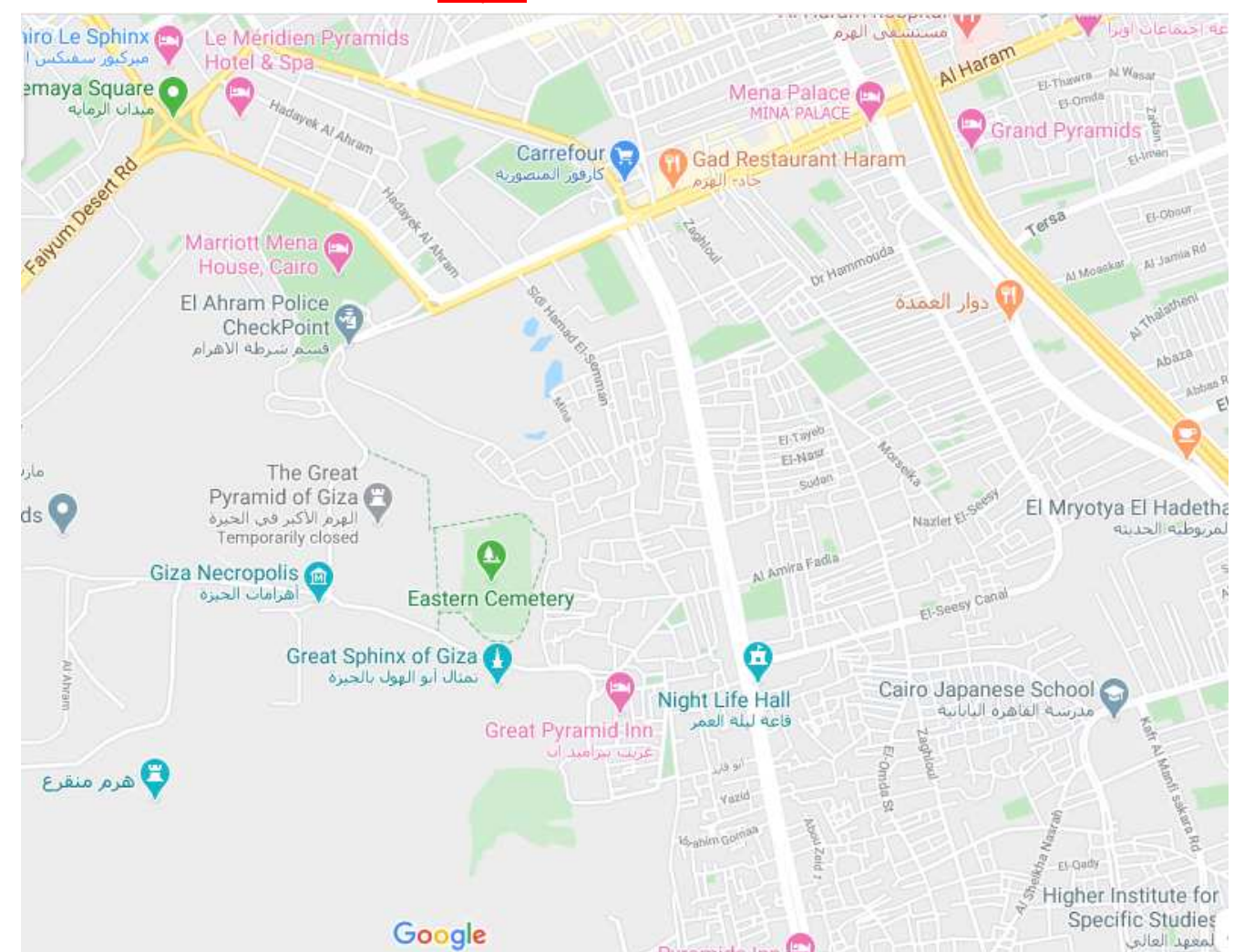
Postcard 4



Map A



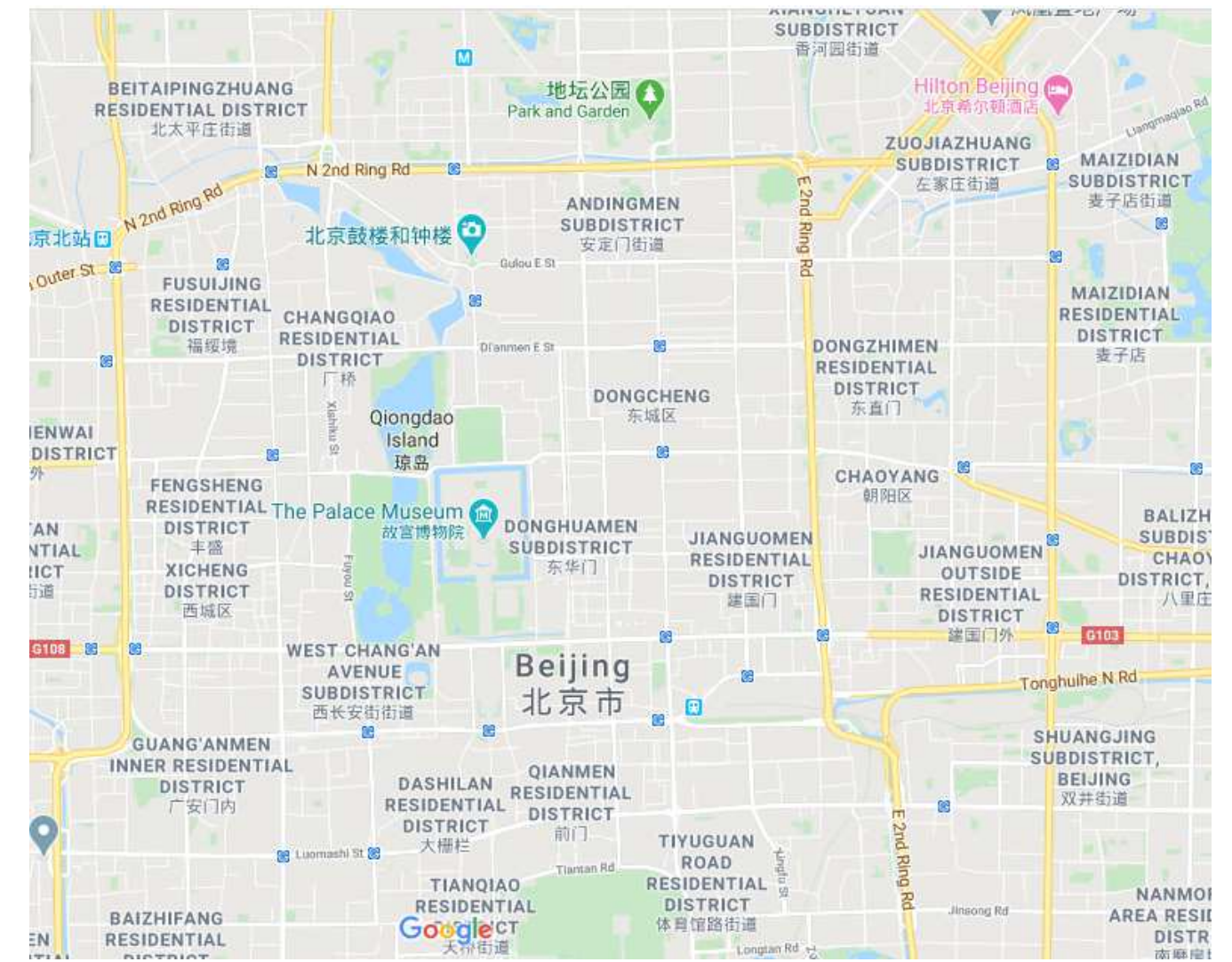
Map B



Map C



Map D



Draw a line to match correctly

Postcard 1

Map C

Postcard 2

Map D

Postcard 3

Map A

Postcard 4

Map B

Explain your reasons for matching the satellite view in the postcards to each map.

Postcard 1:

Postcard 2:

Postcard 3:

Postcard 4:



Date: _____

Geocentric and Heliocentric Models

Name: _____

Draw Ptolemy's Geocentric model

Draw a Heliocentric model



Use the space below to describe what the difference is between 'Heliocentric' and 'Geocentric.' Who were some of the famous people that thought up the Geocentric model? Who were the famous people that helped to prove the Geocentric model was wrong which gave rise to the Heliocentric model?

Europe during the Second World War Areas of Influence by 1941

Can you colour in the countries according to whether they were Allies, Axis, Axis controlled or Neutral on the map?

Use the key on the map.





**PADRAIG
KENNY**

**Chicken
House**

2 Palmer Street, Frome, Somerset BA11 1DS
www.chickenhousebooks.com

PROLOGUE

It was night when Pog heard weeping in the forest.

He'd been patrolling for an hour, and the only sounds had been the occasional cries of foxes, or the low hooting of owls.

Pog sniffed the air. There was a scent.

Human scent.

Pog followed the smell. He skipped over tree roots, his eyes finely attuned to the night, his furry ears twitching as he got closer to the sound. It was coming from the trees encircling the dark forbidden heart of the forest. Pog's hackles immediately stood on end. He paced back and forth fretfully, listening to the weeping before plunging into the undergrowth.

Pog peeked out from behind a bush and into the circular clearing which was dotted with stunted tree trunks. There was a human child sitting on one of the old stumps. A girl with dark curly hair. She was sobbing inconsolably into her hands. Pog knew her instantly and nodded in understanding. He'd already seen tall ones that very morning. They'd arrived at the house in their metal box on wheels.

This was something entirely new for Pog. He was used to protecting and patrolling, not coming across the children of tall ones crying in the forest. He didn't know what to do. He didn't want to reveal himself, but the girl was clearly lost. *What to do? What to do?* he thought, chewing on his thumb.

The decision was made for him as he saw the girl suddenly look up towards the ancient twisted tree that lay at the centre of the clearing. It was as if she'd heard something. She stood up, frowning curiously at the tree, and then started to walk carefully towards it.

'Pssst! No!' Pog hissed, drawing his sword and staff without thinking.

The girl wheeled round. 'Who's that? Who's there?'

Pog hid behind the bush, his chest tight, muscles tensed.

'A friend,' he said. 'Is you lost?'

The girl wiped her eyes and nodded. 'Yes,' she whimpered.

'Come then, and Pog will show you the way home.'

The girl hunched her shoulders and didn't move. Behind her, a sliver of moonlight shone on the tree, and the black bark rippled for a moment, as if a serpent were twisting beneath it. Pog smelt something fetid and rotten. He licked his lips. He needed to get the girl away from the tree, but he couldn't reveal himself. It was forbidden.

'Come now,' he said, trying to keep his tone light and friendly.

The girl clutched her hands to her chest and retreated a couple of steps closer to the tree. Pog saw that supple insidious movement again beneath the skin of the tree, and he fancied he heard a hissing whisper. The girl was frightened, and hiding from her was only making things worse. There was only one thing for it.

Pog stepped into the clearing.

The girl blinked in disbelief. 'Who are you?' she asked, her lower lip trembling.

'Pog Lumpkin. A friend.' Pog smiled at the girl to show her he meant no harm. The warmth he felt when she smiled in response was a surprise to him.

'You're all furry,' said the girl.

'Pog is of the First Folk. We's all furry. Not like you tall folk.' He beckoned the girl forward, smiling at her while keeping one eye on the tree. 'Pog will show you the way home. Come, follow Pog.'

As the girl came towards him, Pog sighed inwardly with relief. He cast one eye over his shoulder as they left the clearing behind. Pog thought he heard that whisper again, but perhaps it was his imagination. The tree was still, but its bark had a reptilian sheen.

Clouds cleared and the moon came out and lit their way. Pog bounded through the forest, the girl keeping pace with him. Pog started to speed up and the girl laughed as she chased after him. Pog laughed too, but he took care not to go too fast in case he lost her.

It didn't take them long to reach the large house that lay at the edge of the forest. Pog and the girl went up the driveway and stopped outside the door. There was a light on in one of the windows.

'There now,' he said.

The girl smiled up at him. 'Thank you, Pog.'

Pog felt strange. There was a fluttering in his chest. No one had spoken his name in years.

'Pog must go now.'

'Will I see you again?' asked the girl.

'Maybe,' said Pog.

'Are you alone?'

The question took Pog by surprise. He felt an ache in his throat. He shook his head. 'Not now,' he smiled.

The girl waved goodbye and Pog slipped around the corner of the house, and watched as she knocked on the door. A tall man with grey hair opened the door. He and the girl embraced, and the sight of it made Pog feel sad and happy at the same time.

They both went inside and Pog felt almost disappointed as the door closed.

He shimmed up the drainpipe and squeezed in through the hole that led into the attic. Pog landed deftly on the attic floor and started to remove his sword and staff.

Are you alone? Pog thought about the question. Yes, he had been. He had been alone in the dark for a very long time, but he wasn't alone now.

But what Pog didn't know was that in two weeks' time the girl would be gone. Her grandparents would soon follow, and the house would be empty. And there Pog would stay in the attic, patrolling at night, keeping to a long-held promise. And spring would come, summers would pass, many autumns, many winters. It would just be Pog then, alone in the dark, for what seemed like for ever.

Until they came.

Week 5 -

Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on reading, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

During the first week you will:

Week 3	
I have answered the questions using information from the text.	☆
I have written a diary entry using correct tense and person.	☆
I have read and answered the grammar questions carefully.	☆
I have practised the spellings and used some in my own sentences.	☆

Colour the stars when you think you have achieved this.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

Or explore

www.lovereadings4kids.co.uk or www.newsela.com to find more extracts to read and write about.

Monday 4th May 2020

Year 5 - POG Prologue - Day 1

Reading

Reading

On page 4:

1. Do you think Pog is friendly? How do you know? Use evidence from the text.
2. Why was there a flutter in Pog's chest?

On page 5:

1. Why was Pog disappointed?

Tuesday 5th May 2020

Year 5 - POG Prologue - Day 2

Writing

Imagine you are Pog. Write a diary entry about the day you met the girl.

Use this space to jot down your ideas.

- When and where did the meeting take place?
What did you think of the girl?
How did the meeting make you feel?
How did the meeting change you?

Wednesday 6th May 2020

Year 5 - POG Prologue - Day 3

Grammar

Insert the comma in the correct place to show the fronted adverbial.

In the dead of night the black cat began to wake.

Use the coordinating conjunction 'so' to complete this sentence.

I walked to the park _____.

Change the underlined verbs into simple past tense.

I play with my friend while my mum washes up.

Circle the adverb in the sentence below.

Suddenly, the classroom went silent.

Circle each word that should begin with a capital letter in this sentence.

the island called zanzibar is in the indian ocean off the coast of africa.

Thursday 7th May 2020

Year 5 - POG Prologue - Day 4

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

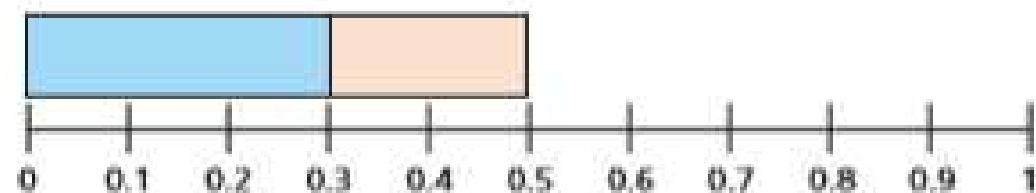
rhythm

Adding decimals within 1



- 1** Work out the additions.
Use the number lines to help you.

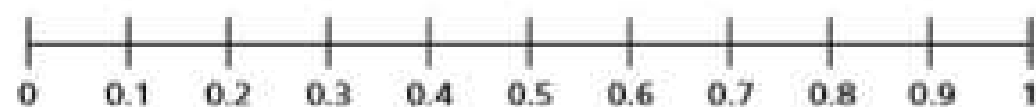
a) $0.3 + 0.2 =$



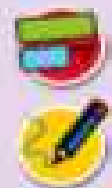
b) $0.1 + 0.4 =$



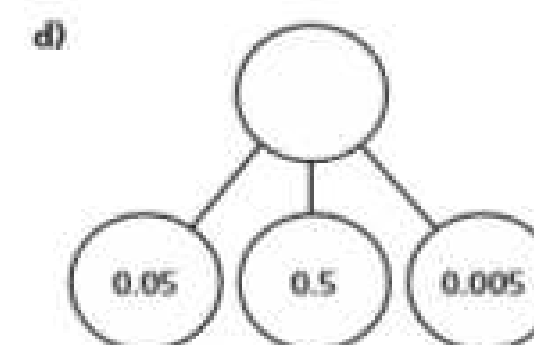
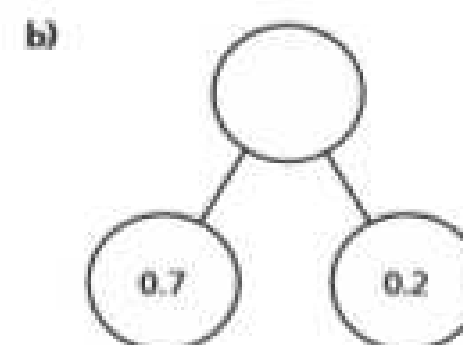
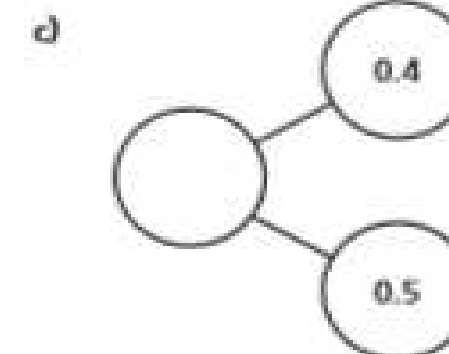
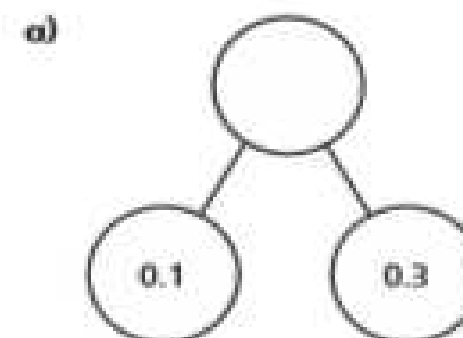
c) $0.2 + 0.1 + 0.2 =$



What do you notice about your answers?



- 2** Complete the part-whole models.



- 3** Complete the additions.
Use the place value charts to help you.

a) $0.42 + 0.3 =$

Ones	Tenths	Hundredths

+

b) $0.28 + 0.32 =$

Ones	Tenths	Hundredths

+

d) $0.28 + 0.36 =$

Ones	Tenths	Hundredths
	.	
	.	



4 Use the column method to work out the additions.

a)

		0	4	2	
	+	0	3		
<hr/>					
		.			
<hr/>					

d)

		0	4	2	
	+	0	0	3	3
<hr/>					
		.			
<hr/>					

b)

		0	0	4	
	+	0	3	3	
<hr/>					
		.			
<hr/>					

e)

		0	4	3	6
	+	0	1	7	
<hr/>					
		.			
<hr/>					

d)

		0	4	0	2
	+	0	0	3	
<hr/>					
		.			
<hr/>					

f)

		0	7	5	1
	+	0	0	9	
<hr/>					
		.			
<hr/>					

5 Jack has set up a column addition to work out $0.19 + 0.07$

What mistake has Jack made?

			0	1	9
	+		0	7	
<hr/>					
		.			
<hr/>					

6 Work out 7 hundredths + 34 hundredths.

Give your answer as a decimal.

7 hundredths + 34 hundredths =

7 Eva drinks a quarter of a litre of water.

Mo drinks 0.3 litres of water.

Whitney drinks a tenth of a litre more water than Mo.

How much water do Eva, Mo and Whitney drink altogether?



Subtracting decimals within 1

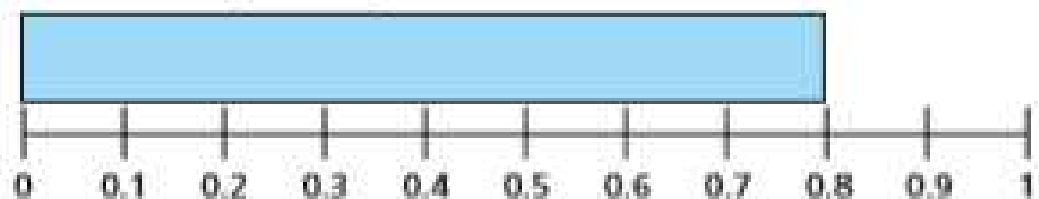


- 1 Work out the subtractions.
Use the number lines to help you.

a) $0.9 - 0.2 =$



b) $0.8 - 0.1 =$



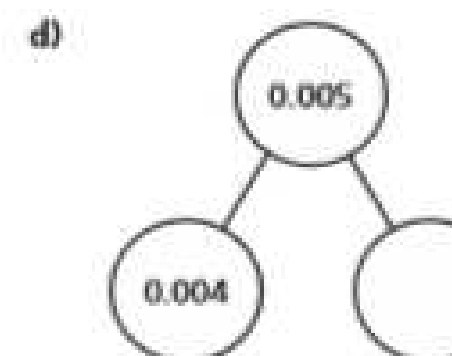
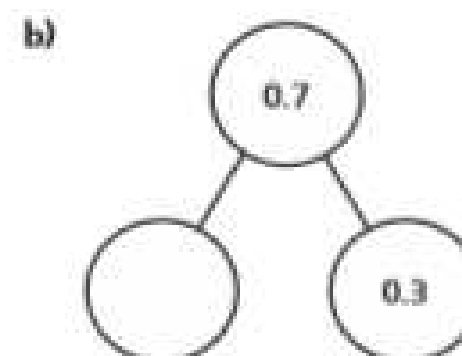
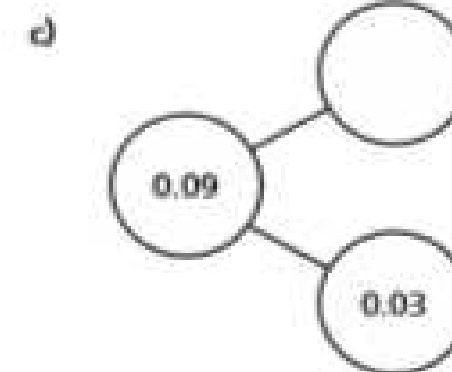
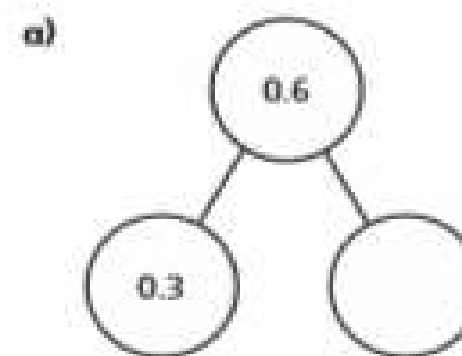
c) $1 - 0.2 - 0.1 =$



What do you notice about your answers?



- 2 Complete the part-whole models.



- 3 Complete the subtractions.

Use the place value charts to help you. The first one has been started for you.

a) $0.42 - 0.3 =$

Ones	Tenths	Hundredths

b) $0.28 - 0.05 =$

Ones	Tenths	Hundredths

4 Use the column method to work out the subtractions.

a)

		0	•	8	9
		-	0	•	4

c)


		0	•	7	7	
		-	0	•	6	8

b)

		0	•	7	7	
		-	0	•	6	4

d)

		0	•	7		
		-	0	•	2	5

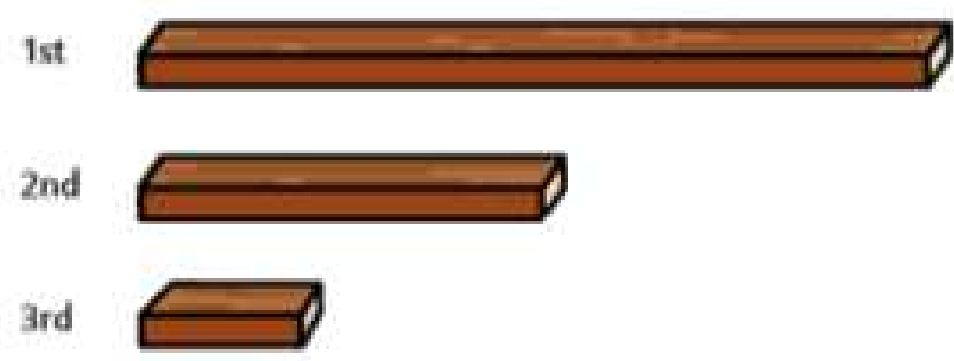
5  I can't work out $0.56 - 0.099$ because 99 is bigger than 56

Do you agree with Eva? _____
 Work out the answer to $0.56 - 0.099$

6 Find the difference between 53 hundredths and 8 tenths.
 Give your answer as a decimal.

The difference between 53 hundredths and 8 tenths is

7 A piece of wood is 0.9 metres long.
 It is cut into 3 unequal pieces.
 The first piece is 0.2 metres longer than the second piece.
 The third piece is 23 hundredths of a metre shorter than the second piece.



How long is each piece of wood?

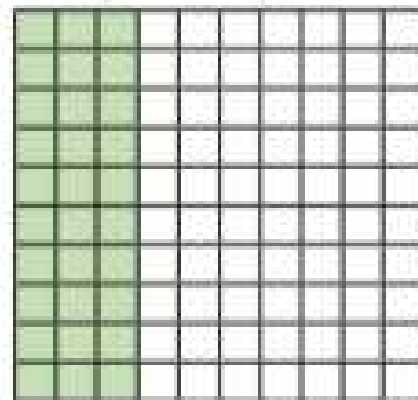
1st = 2nd = 3rd =



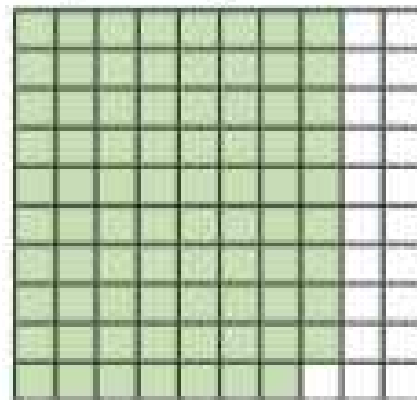
Complements to 1

- 1** Each hundred square represents one whole.
Use the hundred squares to help you complete the additions.

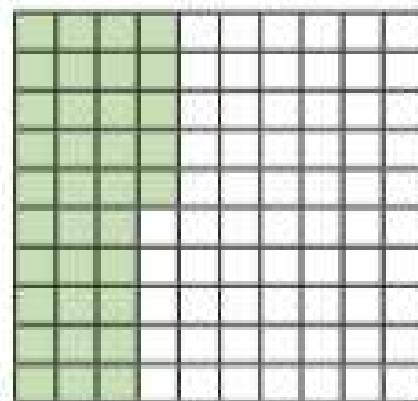
a) $0.3 + \square = 1$



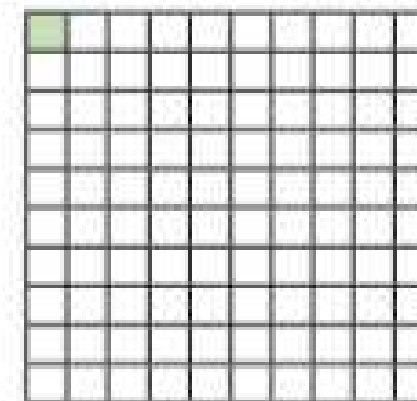
c) $1 = \square + 0.79$



b) $0.35 + \square = 1$

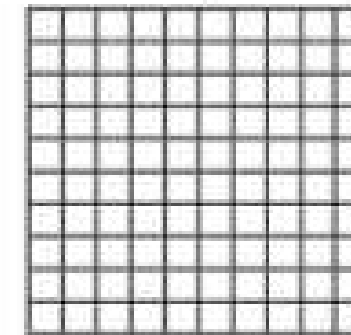


d) $\square + 0.01 = 1$

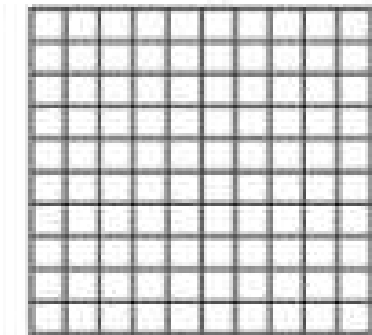


- 2** Complete the calculations.
Shade the hundred squares to help you.

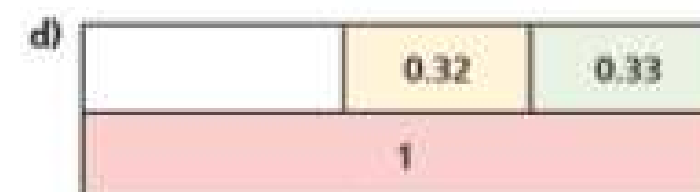
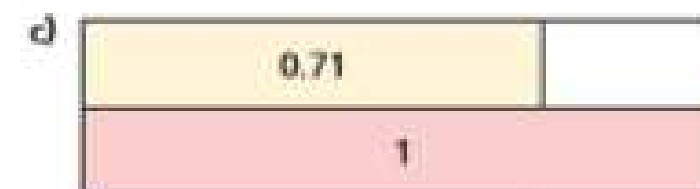
a) $1 = 0.47 + \square$



b) $0.02 + 0.2 + \square = 1$



- 3** Complete the bar models.



4 Teddy has these counters.



He wants to exchange these for as many 1s counters as possible.

How many 1s counters can he collect?

5 Complete the additions.

$$54 + \boxed{} = 100$$

$$5.4 + \boxed{} = 10$$

$$0.54 + \boxed{} = 1$$

$$0.054 + \boxed{} = 0.1$$

What is the same and what is different about your answers?

6 Complete the sentences.

a) 6 tenths + $\boxed{}$ tenths = 1 whole

b) 23 hundredths + $\boxed{}$ hundredths = 1 whole

c) 2 tenths + $\boxed{}$ hundredths + $\boxed{}$ tenths = 1 whole

7 Match the pairs of decimals that add together to make 1 whole.

0.12

0.988

0.21

0.79

0.212

0.778

0.012

0.788

0.222

0.88

8 Mo has completed these calculations.

- a) $0.22 + 0.88 = 1$
 b) $0.39 + 0.71 = 1$
 c) $0.677 + 0.433 = 1$

He has got them all incorrect.
 What mistake has Mo made?

Correct Mo's calculations.

a) $0.22 + \boxed{} = 1$

c) $0.677 + \boxed{} = 1$

b) $0.39 + \boxed{} = 1$

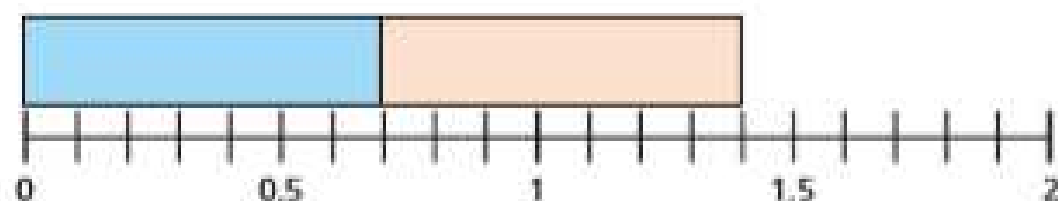
Adding decimals – crossing the whole



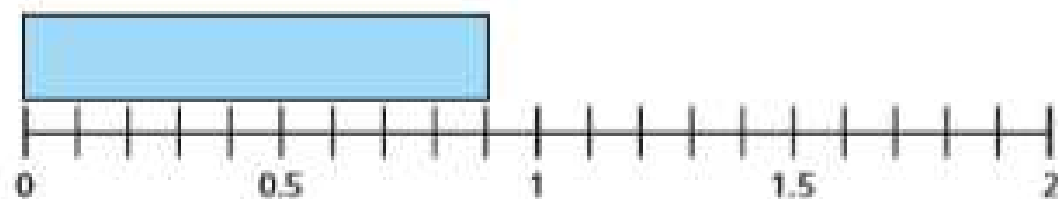
1 Work out the totals of these decimals.

Use the number lines to help you.

a) $0.7 + 0.7 =$



b) $0.9 + 0.45 =$

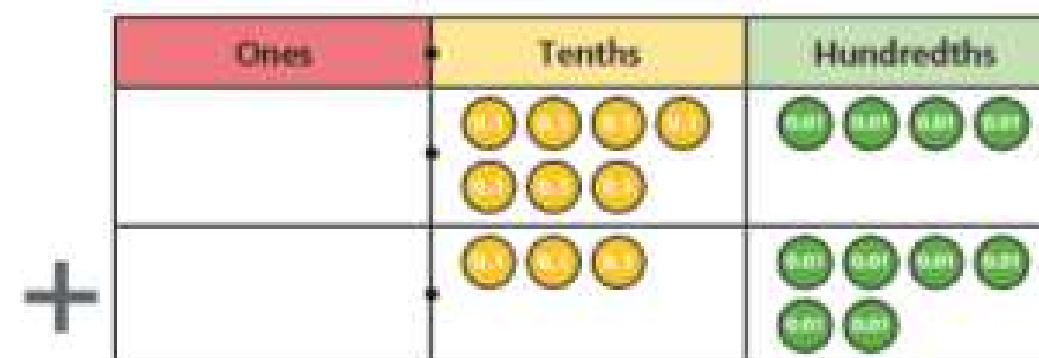


c) $0.6 + 0.8 + 0.15 =$

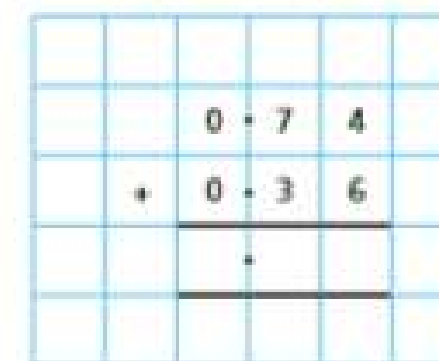


2 Complete the additions.

a) $0.74 + 0.36 =$



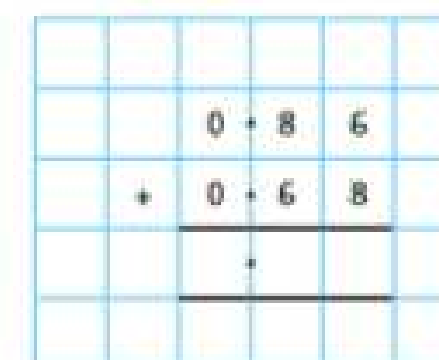
+



b) $0.86 + 0.68 =$



+



3 Use the column method to work out the additions.

a)

		0	4	2	
	+	0	6	9	

e)

		0	2	2	2
	+	0	8	7	6

b)

		0	4	1	
	+	0	7		

f)

		0	5		
	+	0	7	7	

c)

		0	9	6	
	+	0	9	7	

g)

		0	7	5	1
	+	0	3	2	

d)

		0	3		
	+	0	8	0	4

h)

		0	6	0	4
	+	0	5	1	9

4 Teddy runs 0.32 km.
Amir runs half a kilometre.
Whitney runs 0.47 km.
a) How far do they run altogether?



km

b) Jack runs 7 tenths of a kilometre further than Whitney.
How far does Jack run?

km

5 Ron buys all these items plus a drink costing ninety-five pence.
How much does Ron spend in total?



Ron spends £ in total.

Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?

